

**NBPTS®**National Board for
Professional Teaching Standards

Take One! Transforms a School into a Professional Learning Community

Take One! is professional development offered by the National Board for Professional Teaching Standards (NBPTS). Organized around the National Board's professional teaching standards and core propositions, *Take One!* provides a proven framework for teacher effectiveness and school improvement.

Through job-embedded, integrated and collaborative K-12 professional development, *Take One!* advances student learning and achievement. Each participant learns about the NBPTS Core Propositions and Standards and then demonstrates his or her knowledge of the NBPTS process by preparing and submitting one pre-selected video portfolio entry from any of the current 25 certificate areas of National Board Certification.

Why *Take One!* is effective professional development

- **It focuses on student performance.** *Take One!* organizes an entire faculty—from para-professionals, to teachers, to administrators—around a common goal: to improve student learning and achievement in the school.
- **It advances effective teaching.** Because *Take One!* is grounded in the National Board Certification process, it provides a common language for faculty to collaborate in advancing teaching and learning.
- **It provides a foundation for all professional development in the school.** A school can use *Take One!* as a stand-alone professional development tool or as a framework to provide a focus for other professional development and school improvement initiatives.
- **It is available for all faculty members.** Unlike most professional development, *Take One!* is job-embedded and classroom-based. It is available to all teachers and para-professionals as well as principals, administrators and other school- or district-based staff. The only requirement is that educators have access to a preK-12 classroom to complete the portfolio entry.
- **It provides a continuum of learning and a support structure for all teachers—from novice to veteran.** By focusing on the principles of accomplished teaching (e.g., reflection, student/community engagement), *Take One!* improves individual practice and creates a support system for teachers at all levels and experience—to help ensure early and long-term success in the classroom.

Take One!

- Helps teachers adapt their teaching to fit individual students.
- Provides teachers with the opportunity to plan and reflect on their classroom instructional practices within the context of national teaching standards.
- Offers educators throughout a school or district the opportunity to form professional learning communities.

What the research says about *Take One!*

Take One! is built on the strong research base of National Board Certification, which the National Research Council recognizes as having a positive impact on student achievement and teacher retention.

Nationwide, schools have benefitted when a group of teachers and other faculty members in a school work together on *Take One!*. While each educator works within his or her specialty area, the common experience fosters a professional learning community focused on student achievement and learning.

Schools using *Take One!* are reporting improvements in their school's learning culture, more sharing of teaching best practices and improved linkages between teaching practice and student learning.

An independent study by Learning Point Associates (2008) found that a large majority of teachers in high-need schools report that *Take One!* fostered the development of effective professional learning communities and improved the quality of instructional planning and implementation in the classroom by enhancing teachers' approaches to analyzing and reflecting on their teaching practices.

What teachers say about *Take One!*

A recent survey of 2009-2010 *Take One!* participants noted the impact of *Take One!* in three major areas: 1) student learning; 2) the managing and monitoring of teacher practice; and 3) teacher collaboration.

Student learning

Overall, the majority of respondents indicated that the *Take One!* process had a moderate to high impact on their students' learning. For example, respondents felt that they better understood the needs and learning styles of individual students. They were better able to:

- incorporate students' needs and learning styles into their lesson plans;
- set high goals and structure lessons that specifically address student learning goals;

25 Certificate Areas

Art

Early and Middle Childhood
Early Adolescence through Young Adulthood

Career and Technical Education

Early Adolescence through Young Adulthood

English as a New Language

Early and Middle Childhood
Early Adolescence through Young Adulthood

English Language Arts

Early Adolescence
Adolescence and Young Adulthood

Exceptional Needs Specialist

Early Childhood through Young Adulthood

Generalist

Early Childhood
Middle Childhood

Health Education

Early Adolescence through Young Adulthood

Library Media

Early Childhood through Young Adulthood

Literacy: Reading-Language Arts

Early and Middle Childhood

Mathematics

Early Adolescence
Adolescence and Young Adulthood

Music

Early and Middle Childhood
Early Adolescence through Young Adulthood

Physical Education

Early and Middle Childhood
Early Adolescence through Young Adulthood

School Counseling

Early Childhood through Young Adulthood

Science

Early Adolescence
Adolescence and Young Adulthood

Social Studies-History

Early Adolescence
Adolescence and Young Adulthood

World Languages Other than English

Early Adolescence through Young Adulthood

- create a positive learning environment, allowing for students to make choices for their learning;
- encourage students to discuss and reflect on their own learning; and
- provide feedback to students on academic work and behavior.

Managing and monitoring teacher practice

Take One! had a moderate to high impact on teacher practice. Respondents felt they were better able to:

- collect various kinds of evidence of student learning;
- evaluate student learning;
- use student assessments and reflections to inform future lessons; and
- reflect on their instruction and look for areas of improvement.

Teacher collaboration

Take One! had a moderate to high impact on teacher collaboration. For example, respondents were better able to:

- plan lessons with other teachers beyond their portfolio entries;
- talk with other teachers about students' needs and goals;
- seek out other teachers to ask questions and learn new ideas; and
- collaborate with other teachers across subjects and grades.

How *Take One!* advances school success

Many schools using *Take One!* are reporting positive outcomes that include a strong learning culture, sharing of teaching best practices and improved student test scores.

- **In California**, Julius Corsini Elementary School, a Title I school, enrolled its entire faculty in either *Take One!* or full candidacy for National Board Certification. Results included: 1) positive changes in the learning culture among students and teachers; 2) student performance improvements in California's Academic Performance Index (API) of 44 points (2007-08) and 49 points (2008-09)—greatly exceeding the targets of 8 and 5 points respectively; and 3) the lowest teacher turnover rate since the school opened in 1976. The school exited out of Program Improvement Status in 2008-09. (Source: California Department of Education). For more information, visit nbpts.org/corsini.
- **In Georgia**, Stonewall Tell Elementary School, a Title I school, signed up its entire faculty for *Take One!*—including administrators. The school reported, that “every staff meeting was transformed into a professional learning experience to include increasing teachers' knowledge of student achievement data disaggregation, culturally proficient instructional practices, varying instructional styles to accommodate student learning styles and the acceptance of teacher and administrative responsibility for student achievement....” For more information, visit nbpts.org/stonewall.

Take One! and National Board Certification

In addition to being used as stand-alone professional development for any educator in a school or district, *Take One!* can be used by licensed teachers as an initial step in becoming candidates for National Board Certification.

A teacher can later transfer the score if he or she pursues National Board candidacy within two years.

- **In Virginia**, about 60 percent of the Hampton High faculty (including many first- and second-year teachers) completed *Take One!*. The school, 85 percent minority and 43 percent on free and reduced lunch, reported that the *Take One!* process broke down barriers and changed the culture of the school. In a news release highlighting the school's involvement in *Take One!*, Joan Davis, the professional development coordinator for Hampton City Schools, observed that programs based on the National Board process are “truly the best professional development a teacher can do...focused on teachers, how their students are learning and how teachers can prove students are learning.” For more information, visit nbpts.org/hampton.

Funding *Take One!*

Schools and school districts have available significant financial supports for *Take One!* and other NBPTS programs. For example:

- Title I, Improving the Academic Achievement of the Disadvantaged, U.S. Elementary and Secondary Education Act
- Title II, Preparing, Training, and Recruiting High Quality Teachers and Principals, U.S. Elementary and Secondary Education Act
- Title VII, Indian, Native Hawaiian, Alaska Native Education, U.S. Elementary and Secondary Education Act
- U.S. Individuals with Disabilities Education Act

In certain circumstances, federal grant money may be available for *Take One!* Examples include the Teacher Incentive Fund, Race to the Top and School Improvement Grant. In addition, NBPTS receives grant funding from the U.S. Department of Education (USDE) to provide fee support to individual educators participating in *Take One!* or National Board Certification.

Fee support provided by NBPTS under the USDE grant for *Take One!* will depend on the number of teachers in a school or school district participating in the cohort. In high-need schools, NBPTS may also be able to provide funding for facilitator support to assist educators participating in the *Take One!* process.

Take the next step:

- Call 1-800-22TEACH (1-800-228-3224)
- Visit nbpts.org

The National Board for Professional Teaching Standards (NBPTS) is an integral part of America's growing education reform movement. In developing, recognizing and retaining accomplished educators, NBPTS:

- *Provides advanced standards, assessments and professional development resources to support educators at all stages of their professional growth.*
- *Links subject-matter knowledge and effective teaching practices to student learning and achievement.*
- *Helps build and support school-based professional learning communities.*

November 2010